Analisis Faktor Penghambat Keterampilan Berbicara Siswa Kelas XI Pondok Pesantren Ashabul Yamin

An Analysis of The Inhibiting Factors of Students Speaking Skill at Grade XI in Ashabul Yamin Boarding School

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Abstract. The research was due to several problems found in the field. There were students' problems in speaking skills. The students seemed to worry when they speak in front of the class, the students also did not know how to express their idea in English, and students did not participate well in class during the learning process. This research used the qualitative method as the methodology of this research. For collecting the data, the researcher used interviews, and to support the data the researcher also did observation during the learning process. The subjects in this research are the all of students at grade XI in Ashabul Yamin Boarding School. The researcher used snowball sampling. Additionally, to analyze the data the researcher used data reduction, data display, and after that made the conclusion. The findings of this research indicated that the inhibiting factor influenced students' speaking skill are cognitive factor (conceptualization, formulation, and articulation), Affective factors (anxiety, self-restriction, and lack of motivation), and the last factor are linguistic (vocabulary).

Keywords: Analysis, Inhibiting Factors, Students, Speaking

Abstrak.Penelitian ini dilaksanakan karena beberapa masalah yang ditemukan dilapangan; permasalahan dalam kemampuan berbicara siswa pada bahasa inggris. Siswa seperti merasa takut dalam berbicara menggunakan bahasa inggris didepan kelas, siswa juga tidak bisa mengekspresikan ide mereka dalam bahasa inggris dan siswa juga tidak aktif ketika belajar speaking. Peneliti menggunakan metode kualitative sebagai metode penelitian. Untuk mengumpulkan data, peneliti menggunakan interview kepada siswa dan guru dan untuk menguatkan data peneliti melakukan observasi dilapangan. Subjek pada penelitian ini adalah seluruh siswa pada kelas XI di Pondok Pesantren Ashabul Yamin. Selanjutnya, dalam menganalisa data, peneliti menggunakan tiga metode yaitu : reduksi data, penyajian data, dan melakukan penarikan kesimpulan. Penemuan dalam penelitian ini menunjukkan bahwa factor yang menghambat kemampuan berbicara siswa adalah factor kognitif (konseptualisasi, formulasi, dan artikulasi), factor affektif (kurang percaya diri, merasa takut, dan kurang motivas) dan factor yang terakhir yaitu factor linguistic (kosa kata).

Kata kunci: *Analisa, Faktor yang menghambat, Siswa, Kemampuan berbicara.*

Speaking is one of the skills in learning the English language that must be learned by students. There are four skills in English learning; listening, speaking, reading, and writing. Then, speaking becomes an important skill in English learning, because, speaking is commonly used to connect with others, understand the meaning and words. success.

Speaking becomes a productive skill in English learning. The productive skill can be obtained by students if the students practice the skill on daily basis. There are several ways for improving students' speaking skills, such as using the English language in daily activities with their friends, singing the English song, watching the movie with the English subtitle then repeat it, and so on. Speaking skill is an important part of the curriculum in language teaching, and it makes them an important object of assessment as well. Hence, every student must possess English language skills to speak well. Students also must learn speaking to be able to in a communicate language. Another important of speaking is the students can be able to express thought aloud or saying things. So, that is the reason why the students must be mastered in speaking skills. In this era, students of senior high school must be good at speaking, because they will prepare their self in getting a job, continue their studies, and so on. English language to be an important language in Indonesia, especially in the company. [1]Based on Sri Handayani, the company in Indonesia must have good employees in speaking English, and the company will give apreciation to the people who good in English mastered when learning a language.

For the learner, is not easy to achieve speaking skill, there are many ways to improve students' speaking skill but also there are many factors that inhibit students' speaking skill. Based on Wang on his Research, three factors inhibited students' speaking skills, which are, cognitive factor, affective factor, and linguistic factor. The first factor is cognitive and it consisted of conceptualization, formulation, and articulation. Conceptualization is the information that can be chosen to express the meaning and it refers to an idea. Students need a lot of ideas to express themselves in speaking. Next, the formulation is about grammatical structure. Then articulation is about how the speaker pronounces the articulatory organ. The second factor is affective factor, this factor consisted of three subfactors, which are, anxiety, self-restriction, and lack of motivation. Anxiety is about feeling worried about being wrong, stupid, and incomprehensible. Besides, students in anxiety become lost in their words when speaking. Next, self-restriction is about feeling a lack of confidence when they want to speak. Lack of motivation is about students' motivation in learning speaking. Motivating means creating the need for students to learn and become actively involved in the lesson. The last factor is a linguistic factor and it consisted of three subfactors, which are, pronunciation, grammar, and vocabulary. Pronunciation is about how the speaker spells the word by

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[1] Sri Handayani, pentingnya kemampuan berbahasa inggris sebagai dalam menyongsong asea community 2015. Ikatan sarjana pendidikan Indonesia (ISPI) Jawa Tengah. Vol. 3. No. 1. 2016

using good pronunciation. Next, grammar is [2]about the structure and system of a language and vocabulary is about the set of familiar words within a person's language.

The researcher also found some problems in grade XI at Ashabul Yamin Boarding School. Based on the interview and observation at class XI on 23 January 2020, the researcher found several problems related to the inhibiting factors of students' speaking skills.

The first problem that the researcher found most of the students have problems in speaking skills. Some students have problems in expressing their idea when the teacher asked them to speak in front of the class they cannot express themselves in English.

The second problem is some students feel worried when the teacher asked to speak by using the English language. When the teacher asked them to speak in front of the class, they feel afraid and have many reasons.

The third problem is some students have a problem with confidence. When the teacher gave the question by using the English language they felt hesitant to answer the question and when the teacher asked them to speak in front of the class they shy to use the English language.

All of the problems that mentioned above are related to inhibiting factors in speaking skill. [3]Brown stated that the inhibition will protect their ego in language acquisition or produce something. In order, to help students to be better in speaking skills, it is important to identify the factors that inhibit them from speaking and to compile in-depth information about the factors that inhibit students' speaking skills. Lastly, this research is supposed to be conducted under the title *"An analysis of the inhibiting factors of students' speaking skill at grade XI in Ashabul Yamin Boarding school"*.

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[2] Wang, Z. (2014). Developing accuracy and fluency in spoken english of chinese efl learners. English Language Teaching, 7(2),1-2. doi: 10.5539/elt.v7n2p110.
[3] Brown, H. D. Teaching by principle: An interactive approach to language pedagogy (2nd. Ed). White Plains, NY: Longman. 2001 p, 269.

Speaking Skill

Speaking has become a crucial part of the skill in teaching a language, especially for language learners. Also, its function in communication. Speaking also assists the progress of language acquisition and development. According to [4]Kathleen, Speaking is when the speaker tries to build meaning through producing, receiving, and processing information in process of interaction. Bryne also said that speaking is the process between speaker and listener during communication and involves productive skills and receptive skills. Barras argues that speaking is the complex process of oral that need many skill including vocabulary, grammar, pronunciation, and listening. [5]According to Mead and Rubin, speaking is the interactive process in which an individual alternately takes the role of listener and speaker, also includes both verbal and non-verbal components. [6]Speaking also the ability to express oneself in life situations, or the ability to report acts and situations in precise words, and also the ability to converse or express a sequence of ideas fluently.

The human in daily activities consists of communication, how we can communicate well with others. Thus, the reason that learning speaking should be accurate. [7]Speaking also becomes a crucial tool for thinking and learning, especially for communicating. Christopher strongly states that the direct route from one mind to another, and the speaking is the way usually choose when we want to ask a question or give an explanation.

Based on that theory and opinion above, the researcher found why speaking becomes the important skill for language learner because in speaking the people can interact with other and communication without misunderstanding in the meaning. People also can express their ideas and feels, so the listener can understand what that is means. Speakers must try to build good communication by using speaking to prevent misunderstanding when communicating with others, not only pronounce but there are many aspects of speaking that are important to know and learn by students. The effectiveness of communication takes more than the ability to talk.

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[4] M. Bailey Kathleen, Practical English Language Teaching Speaking (New York: Mc Graw Hill Companies, 2000), p.25.

[5] Mead, Nancy A and Rubin, Donald L. Reading and communication skills. ERIC. Clearinghouse on Urbana IL. (Online, accesed on March 20, 2021). http://iteslj.org/, 1985.

[6] R. Lado, Language Teaching a Specific Approach, (New Delhi: Grow Hill Publishing Company, 1991), p.240.

[7] Turk Christopher, effective speaking communicating in speech, (Landon: Taylor & Francis e-library, 2003.), p.9.

Aspect of Speaking

A good speaker is not only can use the English language when conversing or communicating with others. [8]According to Brown, in speaking skills the language learners must master two important things in speaking, that including accuracy and fluency. Accuracy is how to use language in the correct sentence in terms of grammar, vocabulary, and pronunciation. Fluency is when the speaker's ability in using the language quickly, spontaneously, and confidently.

Additionally, the other of accuracy and fluency, some components must be learned by students based on [9]Syakur opinion:

1) Vocabulary
   vocabulary is a suitable diction in communication.

2) Grammar
   [10]Grammar is the structure of the sentence. How the people speak about the past moment, present moment, and so on. Grammar is also about how to arrange a correct sentence in communication.

3) Pronunciation
   Pronunciation is the phonological process that refers to the component of grammar made up of the elements and principles that determine how sound and pattern in a language, and the way for the learner to produce clear language when communicating.

4) Fluency
   Fluency is when the speaker can speak fluently and accurately. So many language learners need to master fluency in speaking.

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[8] Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, (Longman: 2000).p.268

[9] Warnidah. N, Implementation debating technique in teaching speaking. Journal of Linguistic and Language Teaching, Vol.2. No.2. October 2015. Download on 25 March, 2021 at 11.48, p.3.

[10] M. Gunaldi, F. Andi, speaking skill in using community language learning (CLL). IJIELT, Vol. 3 No. 2 December 2017. Download on March, 2021, at 12.10, p.198.

Inhibiting Factors in Speaking

Students have inhibition in speaking English, such as feeling shy to speak in using the English language, less motivation, and so on. [11]According to Hanifah in her research, two main factors that inhibit students' speaking skill that cognitive factors and affective factors. Another statement by Wang, there are three factors that influenced students' speaking skill which are, cognitive, affective, and linguistics. [12]Liu also stated that the factors inhibit students' speaking skill are cognitive, affective, and linguistic. The factors that inhibit students' speaking skills are presented in conferment with its main factors.

Cognitive factors mostly deal with students' knowledge in learning English. The result of cognitive factors can influence students' anxiety feeling and nervousness. There are three main factors in cognitive which are, grammar, pronunciation, and vocabulary. In difference statement that stated by Wang, there are three main factors in cognitive are conceptualization, formulation, and articulation. The conceptualization refers to an idea, the formulation is about grammar structure and articulation refers to how the speaker pronounces the word with an articulatory organ. Another opinion based on Mohseni and Ameri, cognitive factors are about incorrect grammar, lack of vocabulary, and mispronounciation.

The affective factor refers to the students that get a negative result in the learning process. Based on Humaera, affective factors consisted of lack of motivation, shyness, lack of self-confidence, self-esteem. Another statement proposed by Hanifah that affective factors consisted of feeling toward the topic, feeling toward interlocutor, and self-consciousness. Based on Wang the factors in affective into three, which are, anxiety, self-restriction, and lack motivation. Brown strongly argues, one of the main inhibition for the learners in speaking is anxiety. The anxiety includes affective factors.

The last factors is based on Liu that was found another factor that inhibited students' speaking skills is linguistics factors that consisted of pronunciation, grammar, and vocabulary. Wang also stated that the linguistic factors that inhibit students' speaking skill are pronunciation, grammar, and vocabulary. Based on Ali the linguistic factors include several features like pronunciation, grammar, and vocabulary.

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[11]Hanifa, R. Factors Generating Anxiety When Learning EFL Speaking Skill. Studies in English Language and Education, vol. 5, No. 2, 2018, p. 230-239.

[12] Wang, Z. (2014). Developing accuracy and fluency in spoken english of chinese efl learners. English Language Teaching, 7(2),1-2. doi: 10.5539/elt.v7n2p110.

Based on those theories, the researcher concluded that the inhibiting factors will be defined into three; Cognitive factors, affective, and linguistics factors.

Method

In this research, the researcher used a qualitative approach. Based on Mackey and Gass, qualitative is based on descriptive data that does not make regular use of statistical procedures. Qualitative research also tends to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. Creswell stated that using qualitative research is best suited to resolve the research problem in which you do not know the variables and need to explore. [13]In qualitative research, a central phenomenon is a key concept, idea or process studied.

Results and Discussion

This part describes about the researcher explains the data that have been gotten. The researcher analyzes the data by using the qualitative method. In finding, it consist of two section. The first section describes the data from interview to the students and teacher, so the data from observation. The second section was about data analysis of the inhibiting factors of students speaking skill.

Based on the interview data, all of the students cannot express their idea and thought when they speak. Some of the students also felt that they cannot arrange the sentence when speaking the English language, and all of the students felt difficult to pronounce the word by using the English language. Furthermore, for the second factor, some of the students feeling worried to speak in front of the class, and all of the students felt a lack of confidence and shyness when speaking in front of their friends, then some of the students also felt a lack motivation to use the English language in daily basis. The last factor is linguistic, all of the students felt that they cannot speak well because of their vocabulary. Based on the data that have been described above, the researcher concluded that all of the students at grade XI in Ashabul Yamin Boarding school have inhibition of their speaking skills when during the learning process. The inhibition related to informants' answers when the researcher did the interview.

Analysis of the Data

Cognitive Factor

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[13]Creswell, Jhon W. Educational Research: planning, conducting, and evaluating quantitative and qualitative research -4th edition. University of Nebraska-Lincoln. 2012. P, 16.

Conceptualization

The researcher also found the same things that related to expressing the idea that has been described on description data. In conclusion, the inhibition factor that influenced students' speaking ability from the cognitive factor is conceptualization. Conceptualization is about how the speaker can express their idea and thought well but the students at grade XI in Ashabul Yamin Boarding School cannot express their idea when they speak in front of the class.

Formulation

The researcher also found the same thing that related to grammar on observation data that have been described on description data. From those data, the researcher can conclude that grammar has inhibited students' speaking skills and it is related to formulation because the formulation is about how the speaker can speak well with grammatical structure but the students cannot speak well because they did not good in grammar and they cannot arrange the sentence well.

Articulation

The researcher found the same thing with students' inhibition in speaking. The data have been described in the data description. The students cannot pronounce the word well when they speak, and the student felt why they cannot speak fluently because they cannot pronounce the word in English. It can be concluded that pronunciation has inhibited their speaking skill and it is related to articulation because the articulation is about how the speaker can pronounce the word in English with an articulatory organ, but the students felt different things in speaking.

Affective Factor

In this factor the researcher found that the students felt anxiety, self restriction, and lack motivation.

Linguistic Factors

In this factors the researcher found that the students cannot speak well beacause their vocabulary is lack. In linguistic factors conceited of vocabulary.

The researcher found the same thing with students' inhibition in speaking. The data have been described in the data description. The students cannot pronounce the word well when they speak, and the student felt why they cannot speak fluently because they cannot pronounce the word in English. It can be concluded that pronunciation has inhibited their speaking skill and it is related to articulation because the articulation is about how the speaker can pronounce the word in English with an articulatory organ, but the students felt different things in speaking. In answering the research question of the research, this research did observation and interviews to the students and teacher. Based on the data analysis of the interview, the students explain there was the factor that inhibited students' speaking skill which are, cognitive, affective, and linguistic factor.

From those factors, the students and teacher explain that the inhibiting factor that influenced students' speaking skills has come from affective factors. The affective factor is proven to be the inhibiting factor of the students from learning to speak a foreign language. Furthermore, the teacher also teaches the English lesson by using some strategies like game, and discussion to make the students active in the class and can improve students' speaking skills. The teacher said, this strategy can reduce it even though not for all of the students but this can make the student active and want to try to speak by using the English language in class. The teacher also From those factors, the students and teacher explain that the inhibiting factor that influenced students' speaking skills has come from affective factors. The affective factor is proven to be the inhibiting factor of the students from learning to speak a foreign language. Furthermore, the teacher also teaches the English lesson by using some strategies like game, and discussion to make the students active in the class and can improve students' speaking skills. The teacher said, this strategy can reduce it even though not for all of the students but this can make the student active and want to try to speak by using the English language in class. The teacher also said that to motivate students, the teacher always explains the lesson by using the English language, because if they always hear this language, it can be their habit.

In short, the finding of this research has differences with the others research, this research reveal that; 1) cognitive factor, (a) conceptualization, students felt difficult to express their idea in the English language; (b) formulation, students agree that inhibit their speaking skill is the formulation, they difficult to arrange the sentence; (c) articulation, students felt difficult to pronounce the word in the English language. 2) affective factor, (a) anxiety, students feel worried when they want to speak in front of their friends because they felt lack of confidence; (b) lack confidence, students agree that inhibit their speaking skill is lack of confidence; (c) lack motivation, students felt lack motivation and it comes from themselves, and environments. 3) Linguistic factor, (a) vocabulary, the students agree that they felt vocabulary was inhibited their speaking skill.

Conclusion

Based on the findings and discussion above, it can be concluded that; the most of students felt there are three factors was inhibited students' speaking skills, and the data supported by the interview to the teacher and observation during the learning process. All of students agreed that inhibiting factors influenced their speaking skills from cognitive, affective, and linguistic. Even though students did not have much vocabulary and did not master grammar, but when they felt lack of confidence to use the English language because they worry to make the mistake that can make their friends laugh at them it can inhibit their speaking skills. The teacher also said that most of female students feeling shyness to practice speaking skills in front of their friends. It means, the students did not have confidence to use the English language, they not belief to use the English clearly in front of the other people**.**

The teacher also teaches by using some strategies like game and discussion to make the students active in speaking but this method cannot reduce this inhibition well. It will be back to the students, they must trust themselves that they can use the English language and try to use this language in daily basis. For the teacher, it can give more information for reducing the instruction in learning.

There are many factors can inhibit students' speaking skill such as lack of motivation, vocabulary, grammar, shyness, anxiety, lack of confidence. In this research, the researcher concluded into three factors that consist of cognitive factor, affective factor, and linguistic factor. In this research, the researcher found there are three factors influenced students' speaking skill. First, cognitive factors that consisted of conceptualization, articulation, and formulation. Second, affective factors that consisted of anxiety, self-restriction, and lack of motivation. Third, linguistic factors that consisted of vocabulary.

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